

**SPRING 2007**

# *Test Administration Directions*

## Arizona's

*Instrument to Measure Standards  
High School*

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Test Administrator's Name



**CTB  
McGraw-Hill**

**AIMS HS**



*Writing, Reading, and Mathematics*

49473

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*The Arizona Department of Education gratefully acknowledges the work of hundreds of Arizona teachers involved in the development of the AIMS tests. Their dedication to creating a fair and reasonable test for the students of Arizona is greatly appreciated.*

# Overview for the Spring 2007 Administration of AIMS HS

Arizona's Instrument to Measure Standards High School (AIMS HS) is administered to students in the content areas of writing, reading, and mathematics in both spring and fall. All students in Cohort 2009 are expected to take AIMS HS for the first time in spring 2007. Students in Cohort 2008, 2007, or below may also take AIMS HS. See "Students to Be Tested" on this page for more information.

The writing test is scheduled for Tuesday, February 27, 2007; the reading test for Wednesday, February 28, 2007; and the mathematics test for Wednesday, April 11, 2007. Testing and make-up testing must be conducted according to the Test Administration Schedule on page 5 in this document. The Test Coordinator is responsible for communicating the testing schedule to Test Administrators, parents, guardians, and students.

This document provides directions for the administration of the writing, reading, and mathematics tests and should be used by the Test Administrator for each content area of AIMS HS. Schools that are participating in the Spring 2007 AIMS HS Science Field Test must refer to the separate *AIMS Test Administration Directions* for the science field test for directions for administering the field test.

## Students to Be Tested

Only students in Cohort 2009, 2008, 2007, or below are permitted to participate in the Spring 2007 administration of AIMS HS. Students in Cohort 2009 are generally tenth-grade students. Students in Cohort 2008 are generally eleventh-grade students. Students in Cohort 2007 and below are generally twelfth-grade students. When a student's cohort and grade are **not** aligned, the student's cohort is used to determine if the student is eligible to participate in AIMS HS.

All students in Cohort 2009 are expected to participate in the Spring 2007 administration of AIMS HS. Students in Cohort 2008, 2007, or below who have **not** yet met the standard on the writing, reading, or mathematics portions of the AIMS HS are expected to test in that specific content area.

Any students in Cohort 2008, 2007, or below who want to move from the "Meets the Standard" to the "Exceeds the Standard" performance level have the option of retaking AIMS HS to raise their score on a particular content area. Students in Cohort 2008, 2007, or below who have exceeded the standard on a particular content area of AIMS HS may **not** retake the test for that content area.

Students with significant cognitive disabilities and whose current Individualized Education Program (IEP) designates them as eligible for an alternate assessment, AIMS-A, are excluded from AIMS HS. Refer to the AIMS-A guidelines on the Arizona Department of Education Web site at [www.ade.az.gov/standards/aims/Administering](http://www.ade.az.gov/standards/aims/Administering) for additional information.

## Test Administrator Responsibilities

The Test Administrator is responsible for:

- ☐ participating in training activities scheduled by the Test Coordinator;
- ☐ signing and returning to the Test Coordinator the AIMS HS Test Security Agreement;
- ☐ adhering to test administration security procedures;
- ☐ reviewing this document in advance of the testing date;
- ☐ following the test administration directions exactly as stated in this document;
- ☐ receiving test materials from the Test Coordinator;
- ☐ verifying the quantities of test materials received;
- ☐ requesting from the Test Coordinator any additional materials required to test all eligible students;
- ☐ distributing, collecting, and verifying all test materials on testing dates;
- ☐ completing all necessary demographic information on the student demographic data grid for those students **without** a student bar code label;
- ☐ completing the accommodations information on the inside front cover of the AIMS HS writing and reading and mathematics answer documents for students receiving accommodations; and
- ☐ assembling and returning all test materials to the Test Coordinator.

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*The Test Administrator **must** follow the directions exactly as stated in this document.*

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## Arrangements Prior to Test Administration

### Test Administration Staff

A Test Administrator should be assigned to each testing room. If the number of students testing in the room requires it, Proctors may also assist the Test Administrator during the administration of the test. Test Administrators and Proctors must be employees of the school.

### Preparation of the Room for Testing

AIMS HS is a standardized test. The Test Administrator **must** follow the directions exactly as stated in this document.

The testing room should be prepared for the test administration prior to the testing date. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. **All visual aids displayed in the testing room which could assist students while testing must be removed or covered completely.**

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*All visual aids displayed in the testing room which could assist students while testing **must** be removed or covered completely.*

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## Test Administration Security Procedures

It is unethical and shall be viewed as a violation of test security for any person to:

- examine the content of any portion of the test;
- disclose or allow to be disclosed the content of any portion of the test before, during, or after test administration;
- discuss any AIMS HS test item before, during, or after test administration;
- allow students access to test questions or writing prompts prior to testing;
- allow students to share information during test administration;
- allow students to use scratch paper;
- read any parts of the test to students except as indicated in the test administration directions;
- influence students' answers by offering assistance of any kind;
- change students' answer choices;
- review students' answers, including the writing rough draft and writing final copy;
- photocopy, transcribe, or in any way duplicate any part of AIMS HS test books;
- fail to return all test materials, including unused documents; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.

Test Administrators and Proctors may **not** assist students in answering questions. They may, however, clarify the test directions **only**. No test item may ever be discussed before, during, or after test administration. (See the Glossary on page 42 in this document for the definition of *item*.) Refer to "Test Preparation and Administration Practices" on the Arizona Department of Education Web site at [www.ade.az.gov/standards/aims/Administering](http://www.ade.az.gov/standards/aims/Administering).

## AIMS HS Test Security Agreement

To ensure the security of AIMS HS, Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement found in the *AIMS HS Test Coordinator's Manual*, obtained from the Test Coordinator or found on the Arizona Department of Education Web site at [www.ade.az.gov/standards/aims/Administering](http://www.ade.az.gov/standards/aims/Administering).

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*Test Administrators and Proctors **must** sign a copy of the AIMS Test Security Agreement.*

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# Test Materials and Testing Schedule

## Test Materials

Test Administrators will receive their test materials from the Test Coordinator. Each Test Administrator should receive from the Test Coordinator an inventory of the number of test books and answer documents that have been delivered. Upon receipt of the test materials, the Test Administrator should count the number of test books and answer documents received. Any discrepancies must be reported immediately to the Test Coordinator.

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*Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.*

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AIMS HS test books are secure documents. For each day of AIMS testing, Test Administrators will collect their test materials from the Test Coordinator at the beginning of each day of testing and return them to the Test Coordinator at the end of each day of testing. While in the possession of the Test Administrator, test materials must be kept in a **securely locked storage facility** except during actual test administration times and until they are returned to the Test Coordinator each day. Test Administrators must follow the proper procedures for ensuring the security of test materials before, during, and after the test administration.

## Test Administration Schedule

AIMS HS must be administered exactly as shown in the table below. The testing schedule must be clearly communicated to parents, guardians, and students in advance. Schools that are not in session on one or more of the dates listed below must request permission from the Director of State Test Administration to administer AIMS HS on alternate dates.

The make-up test date is available only to students who should have tested on the primary test date but were not in attendance. Students who participated in any part of testing on the primary test date for a content area may not participate on the corresponding make-up date.

### AIMS HS is not a timed test.

The following are **approximate times** needed to administer AIMS HS. These estimates include time to distribute materials to students, complete student information on test materials, read directions, and collect and count test materials at the end of each testing session.

Test Administration Dates	Session(s)—Time
Writing Test—February 27, 2007	1 session—2–2½ hours
Reading Test—February 28, 2007	1 session—2 hours
Mathematics Test—April 11, 2007	2 sessions—90 min. ea.
Make-Up Test Administration Dates	Session(s)—Time
Writing Test—March 6, 2007	1 session—2–2½ hours
Reading Test—March 7, 2007	1 session—2 hours
Mathematics Test—April 17, 2007	2 sessions—90 min. ea.

The **AIMS HS writing test** is to be administered in one session of 2- to 2½-hours with a brief stretch break after the first hour. The **AIMS HS reading test** is to be administered in one session of two hours with a brief stretch break after the first hour. The **AIMS HS mathematics test** is to be administered in two sessions of ninety minutes each with a significant break after the first ninety-minute session.

A testing session is complete only when the allotted time for the session has ended or when all students present have finished the session. Students may be instructed to bring personal reading materials or classwork they can do if they finish a testing session before the allotted time has ended. Students who need additional time beyond the allotted time must be allowed to continue testing. These students may be escorted to another secure testing location at the conclusion of the allotted testing time to finish the testing session. For each content area of AIMS HS, students must finish the entire test, including all sessions, by the end of the school day.

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*For each content area of AIMS HS, students must finish the entire test, including all sessions, by the end of the school day.*

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## AIMS HS Test Materials

Spring 2007 AIMS HS test materials to be supplied by CTB/McGraw-Hill include:

- ☐ AIMS HS Writing, Reading, and Mathematics Test Books;
- ☐ AIMS HS Writing and Reading Answer Documents;
- ☐ AIMS HS Mathematics Answer Documents;
- ☐ *AIMS HS Test Administration Directions*;
- ☐ student bar code labels;
- ☐ Group Information Sheets (GISs);
- ☐ School/Group Lists (SGLs);
- ☐ Materials Inventory Sheets; and
- ☐ return stack cards and bands.

Test materials that **must** be supplied by schools for each testing room include:

- ☐ a supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a pencil sharpener or an additional supply of sharpened, standard, wooden, graphite-based No. 2 pencils with erasers;
- ☐ a "Testing—Do Not Disturb" sign; and
- ☐ commercially published paper dictionaries and commercially published paper thesauri for use on the writing test **only**.

Test Administrators must be sure to have an adequate supply of test materials available prior to testing.

## AIMS HS Test Books

The Spring 2007 administration of AIMS HS includes three test books: one for the writing test, one for the reading test, and one for the mathematics test.

AIMS HS test books are secure documents and must be returned to CTB/McGraw-Hill after testing.

Students may use colored pencils, pens, markers, and highlighters to mark in their test books as needed. **Use of scratch paper is prohibited.**

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*Use of scratch paper is prohibited.*

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## AIMS HS Answer Documents

The Spring 2007 administration of AIMS HS includes two answer documents: one for the writing and reading tests and one for the mathematics test. The answer documents are machine-scorable.

**Students must use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt. Only answers marked or written with a No. 2 pencil will be scored.**

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*Students **must** use a standard, wooden, graphite-based No. 2 pencil to mark their answers to multiple-choice questions and to write their final responses to the writing prompt.*

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## Important Precautions for Handling Test Materials

- Do not use any test books or answer documents other than those that correspond to the Spring 2007 administration of AIMS HS writing, reading, and mathematics. Documents from other testing programs or from previous AIMS HS test administrations will not be scored.
- Do not photocopy the test books or the answer documents.
- Do not disassemble or pull pages from the answer documents.
- Do not use "sticky" notes, paperclips, tape, staples, or glue on the answer documents.
- Do not allow students to use extra paper to write their responses for the writing test. Only responses written on the pages designated "Final Copy" will be scored.
- Do not allow students to use correction fluid on the answer documents. If an error is made in filling in a bubble or in the final response to the writing prompt, the student should erase the error completely and make the correction using a No. 2 pencil.
- Do not allow students to use colored pencils, pens, markers, or highlighters to respond to multiple-choice questions or to the writing prompt.

# **Test Administration Guidelines**

## **Defective Test Books and Answer Documents**

Defective test books or answer documents (i.e., test books or answer documents that are damaged or incorrectly assembled, or that have pages that are missing or that are out of order) must be replaced immediately. Defective test books or answer documents must be returned to the Test Coordinator at the conclusion of testing.

## **Students Who Leave the Room During Testing**

Students may be allowed to go to the restroom, if necessary, during testing. However, only one student may leave at a time. The student's test materials must be collected before the student leaves the room and then given back to the student upon returning to the room.

## **Students Who Are Dismissed for Health Reasons**

Students who become ill and must leave during the test administration of AIMS HS for the content areas of writing, reading, or mathematics are ineligible to continue the test for that content area. The Test Administrator should inform the student that the testing session for that content area has ended, collect the student's test book and answer document, and dismiss the student from the testing room. The student will **not** be allowed to make up the test for that content area. The ill student's test book and answer document are to be returned with the test materials at the conclusion of the test administration.

Test materials that have been contaminated with blood, vomit, or other bodily fluids are not to be returned to CTB/McGraw-Hill. Follow the directions of your Test Coordinator for the proper handling of contaminated test materials.

## **Disruptive Students**

Students who disrupt testing, refuse to participate, receive help from others, or otherwise engage in behavior not consistent with acceptable classroom behavior should be subject to the disciplinary procedures established by the school for such occurrences. The Test Administrator should gather the disruptive student's test materials and inform the student that the opportunity to participate in the test has been revoked, and that appropriate notification will be placed in the student's cumulative folder.

The Arizona Department of Education recommends that the student's parents or guardians receive written notification of the incident and its consequences.

## Monitoring Testing

During the administration of AIMS HS, Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test. Students should be allowed to work at their own pace.

Test Administrators and Proctors should:

- ☐ supervise the room at all times during testing;
- ☐ answer student questions that pertain **only** to the clarification of test administration directions;
- ☐ verify that students are marking their answers to multiple-choice questions or writing their drafts and final responses to the writing prompt in the proper locations in their answer documents; and
- ☐ check for a large number of erasures—these may indicate that a student is confused about the directions.

When a student has finished a testing session, the Test Administrator should collect the student's test materials. Once the test materials have been collected, the student may then read or do classwork silently while waiting for the scheduled test or testing session to end.

See "Test Administration Security Procedures" on page 3 and "AIMS HS Test Books" and "AIMS HS Answer Documents" on page 7 in this document for additional guidelines regarding the monitoring of testing.

## Use of Resources

Math manipulatives, charts, and aids, including, but not limited to, a ruler, number line, compass, and an abacus, may **not** be used on any portion of AIMS HS.

Electronic devices, including, but not limited to, computers, calculators, cell phones, digital watches, personal digital assistants, and portable music players, are prohibited for the duration of the test administration.

Students may use a commercially published paper dictionary and/or a commercially published paper thesaurus for the AIMS HS writing test **only**, although neither item is required to be used by students. Several copies of each of these items **must** be available in the event students choose to use them. Dictionaries and thesauri may **not** be used for the reading test or the mathematics test.

Refer to "Testing Accommodations: Guidelines for 2006–2007" on the Arizona Department of Education Web site at [www.ade.az.gov/standards/aims/Administering](http://www.ade.az.gov/standards/aims/Administering) for information regarding the use of resources for students who are eligible for testing accommodations.

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*Test Administrators and Proctors should move unobtrusively about the room, checking to make sure students are progressing through the test.*

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## Student Identification Information

Student identification information to be completed **by the student** is located on the front covers of AIMS HS test books and answer documents. Student identification information to be completed by the student includes Student Name, Teacher, School, and District. Prior to test administration, and before distributing test books and answer documents to students, the Test Administrator should write the names of the teacher, the school, and the school district on the board in a visible location. Directions to be read to students regarding the completion of this information on each of the AIMS HS test materials are included in this document with the administration directions for each day and content area of AIMS HS.

## Student Bar Code Labels

Student bar code labels are to be affixed in the proper location on the front covers of AIMS HS answer documents. Only student bar code labels provided for the Spring 2007 administration of AIMS HS writing and reading are to be used on the AIMS HS writing and reading answer documents. Only student bar code labels provided for the Spring 2007 administration of AIMS HS mathematics are to be used on the AIMS HS mathematics answer documents. Student bar code labels are not to be saved for use on another AIMS HS administration. Any student bar code labels that are not used during the Spring 2007 administration of AIMS HS are to be returned with nonscorable test materials.

If a student bar code label is **not** available, the student demographic data grid located on the back covers of the AIMS HS answer documents **must** be completed. If a student bar code label contains an incorrect SAIS Number, do not use the bar code label but instead complete the demographic data grid for that student. Instructions for completing the demographic data grid can be found in the Appendix on page 33 in this document. If a student bar code label is used, the demographic data grid is **not** to be completed.

For any student who receives standard accommodations and/or alternate accommodations, the fields for these accommodations found on the inside front covers of the AIMS HS answer documents **must** be completed **even if a student bar code label is used**. See the Appendix in this document for instructions.

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*Only student bar code labels provided for the administration of AIMS HS writing and reading are to be used on the AIMS HS writing and reading answer documents.*

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*Only student bar code labels provided for the administration of AIMS HS mathematics are to be used on the AIMS HS mathematics answer documents.*

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## Explanation of Test Administration Symbols

As you read the test administration directions for each content area of AIMS HS, you will see the following symbols. They are used to guide you through the administration of each test and to help you ensure proper testing procedures throughout each testing session. Please review the test administration directions in advance to become familiar with these symbols and testing procedures.



**This symbol indicates the directions you are to read aloud to the students. The text is printed in bold type.**



*This symbol indicates places where you should use a test book or answer document to show sample items or to make sure students have turned to the correct page.*

*Text printed in italics*    *Information that is provided for the Test Administrator and that should not be read aloud to the students is printed in italics.*

## Administering the Writing Test— Tuesday, February 27, 2007 (Make-up: Tuesday, March 6, 2007)

*For the writing test, it is important to note that students must address the writing prompt in their final responses. In addition, although students are not required to use either cursive or printed letters to write their final responses, their responses must be legible. Please be sure to emphasize these points to students where indicated in the test administration directions.*

*Before distributing the writing test books and the writing and reading answer documents to students, write on the board the names of the teacher, the school, and the school district.*

*Distribute the test books and the answer documents.*



Today, Tuesday, February 27, 2007 (for the make-up day say March 6, 2007), you will be taking the writing portion of Arizona's Instrument to Measure Standards High School (AIMS HS).

Do not open your test book until I tell you to do so. Talking during the test is not allowed.



*Hold up a test book.*



Now, please check the date on the cover of your writing test book. Make sure the date is today's date, February 27, 2007 (for the make-up day say March 6, 2007).

*Pause while students confirm the date on their test books. Replace test books that have the incorrect date with an appropriate test book.*



*Hold up a test book and an answer document and point to the lines on the front covers labeled "Student Name."*



On the front cover of your test book, write your name on the line labeled "Student Name."

On the front cover of your answer document, write your name on the line labeled "Student Name."

*Point to the information that you have written on the board.*

# Administering the Writing Test— Tuesday, February 27, 2007 (continued) (Make-up: Tuesday, March 6, 2007)

**SAY** On the front cover of your test book, complete the lines labeled “Teacher,” “School,” and “District” with the information shown on the board.

On the front cover of your answer document, complete the lines labeled “Teacher,” “School,” and “District” with the information shown on the board.

*Pause. Make sure students complete information correctly.*

**SAY** Turn to the inside front cover of your answer document. In the upper right-hand portion of the page you will find the place to indicate the letter of your form for the writing prompt. Fill in the bubble for the writing prompt indicated on the cover of your test book.

*Pause. Make sure students have marked the correct writing prompt in their answer document.*

**SAY** In your writing test book, there is a page that contains a writing prompt and pages designated “Prewriting and Planning,” “Draft,” and “Writer’s Checklist.”



*Hold up the test book. As you refer to the writing prompt, “Prewriting and Planning,” “Draft,” and “Writer’s Checklist” pages, point to each page.*

**SAY** You will read the writing prompt and then use the “Prewriting and Planning,” “Draft,” and “Writer’s Checklist” pages to plan and write your first draft. What you write on these pages will not be scored.

*Pause, and then continue.*

**SAY** Use the Writer’s Checklist as a guide to review your first draft. Make sure you have covered everything on the Writer’s Checklist. This checklist will be used as a guide to evaluate your final response. You may use a dictionary or a thesaurus.

*Point to the location in the room where dictionaries and thesauri are stored.*



*Hold up the answer document. Point to the pages designated “Final Copy.”*

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*Students **may** use commercially published paper dictionaries and thesauri for the writing test.*

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## Administering the Writing Test— Tuesday, February 27, 2007 (continued) (Make-up: Tuesday, March 6, 2007)



When you have finished reviewing your draft, you will write your final response in your answer document on pages 2 and 3 designated "Final Copy." As you write your final response, be sure to follow these rules:

Use a No. 2 pencil. Do not write beyond pages 2 and 3. Responses extending beyond the space provided will not be scored. Write only on the lines provided.

Your final response may be in cursive or printed letters. However, it is important that your response be legible. It is also important to remember that your work must address the writing prompt provided in the test book.

*Pause, and then continue.*



Open your answer document to page 1.

*Make sure all students have turned to the correct page in their answer documents.*



Read along silently while I read aloud.

When you finish the Writing test, you will see the following stop sign:



When you see this stop sign, do **not** go on to the next part in the answer document.

- Use a No. 2 pencil.
- Do not write beyond pages 2 and 3.
- Write only on the lines provided.

Are there any questions?

*Pause to answer any questions, and then continue.*



Now close your answer document and set it aside for now.

*Pause while students close their answer documents, and then proceed with the test administration.*

## Administering the Writing Test— Tuesday, February 27, 2007 (continued) (Make-up: Tuesday, March 6, 2007)

**SAY** Follow the directions that appear in the test book. You will begin by planning and writing your first draft in your test book. When you have completed your planning and your draft, write your final response in your answer document on pages 2 and 3 designated “Final Copy.” When you have finished, be sure to reread your response and make any necessary edits. When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials.

You must remain silent until the conclusion of the testing session. The writing test is not a timed test. If you have not completed the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.

Are there any questions?

*Pause to answer any questions, and then continue.*

**SAY** Open your test book to the writing prompt on page 1.

*Make sure all students have turned to the correct page in their test books.*

**SAY** You will use the directions on this page to complete your planning and your draft. When you have completed your planning and your draft, you will then write your final response in your answer document on pages 2 and 3.

You may now read the writing prompt and begin planning and writing your draft. After one hour, you will be asked to stop for a short break.

*While students are taking the writing test, move around the room to make sure students are progressing through the test. You may point out the Writer’s Checklist to students who have completed the first draft as a reminder for them to use it prior to completing the final version in the answer document.*

## Administering the Writing Test— Tuesday, February 27, 2007 (continued) (Make-up: Tuesday, March 6, 2007)

*Stretch Break. After one hour, have a stand-and-stretch break. Use the following instructions.*



**Stop. Close your test book and answer document so that you may stand and stretch. Please do not talk.**

*At the end of two or three minutes,*



**Now be seated. Open your test book to the page you were working on before the break and open your answer document to pages 2 and 3.**

**You will now continue the writing test. Be sure to write your final response in your answer document on pages 2 and 3 designated "Final Copy." Make sure that your final response is legible and that you completely erase any stray marks. When you have finished writing your response, remember to reread it and make any necessary edits. When you are satisfied with your final response, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test materials. You must remain silent until the conclusion of the testing session. The writing test is not a timed test. If you have not completed the writing test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the writing test by the end of the school day.**

*Most students should have time to finish the writing test during the allotted 2- to 2 1/2-hour testing session. At the end of the 2- to 2 1/2-hour testing session, identify those students who require additional time to complete the writing test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete the writing test. However, if all students finish before the end of the allotted time, end the testing session. When all students have finished or the allotted time for the session has ended, proceed as follows:*



**This is the end of the writing test.**

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day.*

## Administering the Reading Test— Wednesday, February 28, 2007 (Make-up: Wednesday, March 7, 2007)

*Before distributing the reading test books and the writing and reading answer documents to students, write on the board the names of the teacher, the school, and the school district.*

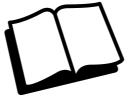
*Distribute the test books and the answer documents.*

***Students who participated in the writing test yesterday must use the same writing and reading answer document today.***



**Today, Wednesday, February 28, 2007 (for the make-up day say March 7, 2007), you will be taking the reading portion of Arizona's Instrument to Measure Standards High School (AIMS HS).**

**Do not open your test book until I tell you to do so. Talking during the test is not allowed.**

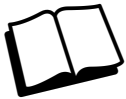


*Hold up a test book.*



**Now, please check the date on the cover of your reading test book. Make sure the date is today's date, February 28, 2007 (for the make-up day say March 7, 2007).**

*Pause while students confirm the date on their test books. Replace test books that have the incorrect date with an appropriate test book.*



*Hold up a test book and an answer document and point to the lines on the front covers labeled "Student Name."*



**On the front cover of your test book, write your name on the line labeled "Student Name."**

**Students who took the writing test yesterday will already have their names filled out on their answer documents.**

**If you did not take the writing test yesterday, write your name on the front cover of your answer document on the line labeled "Student Name."**

*Point to the information that you have written on the board.*

## Administering the Reading Test— Wednesday, February 28, 2007 (continued) (Make-up: Wednesday, March 7, 2007)



On the front cover of your test book, complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

If you did not take the writing test yesterday, complete the lines labeled "Teacher," "School," and "District" on the front cover of your answer document with the information shown on the board.

If you did take the writing test yesterday and have different teachers for the writing test and the reading test, add the teacher's name shown on the board to the line labeled "Teacher."

*Pause. Make sure students complete information correctly. Students who participate in both the writing and reading tests may have two teacher names on their answer document.*



Turn to the inside front cover of your answer document. In the upper right-hand portion of the page you will find the place to indicate the letter of your reading test form. Fill in the bubble for the reading test form indicated on the cover of your test book.

*Pause. Make sure students have marked the correct reading test form in their answer document.*

*Students may **not** use dictionaries or thesauri for any part of the reading test.*



The test book contains several passages followed by multiple-choice questions. You will read a passage and then answer the multiple-choice questions that follow. You may refer back to the passage when answering the questions. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored.

To answer a multiple-choice question, fill in the bubble that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers. You may not use a dictionary or a thesaurus for any part of this test.

# Administering the Reading Test— Wednesday, February 28, 2007 (continued) (Make-up: Wednesday, March 7, 2007)

*Pause, and then continue.*

**SAY** Open your answer document to page 5.

*Make sure all students have turned to the correct page in their answer documents.*

**SAY** Read along silently while I read aloud.

When you finish the Reading test, you will see the following stop sign:



When you see this stop sign, check to be sure that:

- Every question in the Reading test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

You may not go back to the Writing portion of this answer document, pages 2 and 3, at any time.

**Are there any questions?**

*Pause to answer any questions, and then continue.*

**SAY** Open your test book to page 1 and your answer document to page 6.

*Make sure all students have turned to the correct pages in their test books and answer documents, and then continue.*

**SAY** We will begin by reading the passage on page 1 in your test book and doing two sample multiple-choice questions.

These are the types of questions you will be answering during this session. For each sample, you will fill in the bubble in your answer document that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Now read the passage in your test book.

## Administering the Reading Test— Wednesday, February 28, 2007 (continued) (Make-up: Wednesday, March 7, 2007)

*Give students time to read the passage, and then continue.*



Read Sample A in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample A, stop working.

*Give students time to answer Sample A.*



The correct answer for Sample A is "C."

*Pause, and then continue.*



Now read Sample B in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample B, stop working.

*Give students time to answer Sample B.*



The correct answer for Sample B is "B."

*Pause, and then continue.*



Follow the directions that appear throughout the test book and mark your answers in the answer document.

Please answer all questions. Questions left blank are scored as incorrect.

When you finish the reading test, you may go back and check your work for the reading test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document. You must remain silent until the conclusion of the testing session. The reading test is not a timed test. If you have not completed the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the reading test by the end of the school day.

**Are there any questions?**

## Administering the Reading Test— Wednesday, February 28, 2007 (continued) (Make-up: Wednesday, March 7, 2007)

*Pause to answer any questions, and then continue.*

**SAY** Turn to page 2 in your test book.

*Make sure all students have turned to the correct page in their test books.*

**SAY** You may begin the reading test. After one hour, you will be asked to stop for a short break.

*While students are taking the reading test, move around the room to make sure students are progressing through the test.*

*Stretch Break. After one hour, have a stand-and-stretch break. Use the following instructions.*

**SAY** Stop. Close your test book and answer document so that you may stand and stretch. Please do not talk.

*At the end of two or three minutes,*

**SAY** Now be seated. Open your test book and answer document to the pages you were working on before the break and continue working on the reading test. When you finish the reading test, you may go back and check your work for the reading test only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. When you finish checking your work, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will come to collect your test book and answer document. You must remain silent until the conclusion of the testing session. The reading test is not a timed test. If you have not completed the reading test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the reading test by the end of the school day.

*Continue with the test administration.*



## Administering the Reading Test— Wednesday, February 28, 2007 (continued) (Make-up: Wednesday, March 7, 2007)

*Most students should have time to finish the reading test during the allotted two-hour testing session. At the end of the two-hour testing session, identify those students who require additional time to complete the reading test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete the reading test. However, if all students finish before the end of the allotted time period, end the testing session. When all students have finished or the allotted time for the session has ended, proceed as follows:*

**SAY** This is the end of the reading test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day.*

*This Test Administration Directions manual is to be kept for use in April with the mathematics portion of AIMS HS. Follow the directions of your Test Coordinator regarding the return or storage of this manual.*

# Administering the Mathematics Test— Wednesday, April 11, 2007 (Make-up: Tuesday, April 17, 2007)

*Before distributing the mathematics test books and the mathematics answer documents to students, write on the board the names of the teacher, the school, and the school district.*

*Distribute the test books and the answer documents.*



Today, Wednesday, April 11, 2007 (*for the make-up day say Tuesday, April 17, 2007*), you will be taking the mathematics portion of Arizona's Instrument to Measure Standards High School (AIMS HS). The mathematics test will be given in two testing sessions. When Part 1 has ended, you will be asked to take a break. After the break, you will proceed with Part 2 of the mathematics test.

Do not open your test book until I tell you to do so. Talking during the test is not allowed.

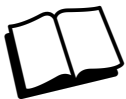


*Hold up a test book.*



Now, please check the date on the cover of your mathematics test book. Make sure the date is today's date, April 11, 2007 (*for the make-up day say April 17, 2007*).

*Pause while students confirm the date on their test books. Replace test books that have the incorrect date with an appropriate test book.*



*Hold up a test book and an answer document and point to the lines on the front covers labeled "Student Name."*



On the front cover of your test book, write your name on the line labeled "Student Name."

On the front cover of your answer document, write your name on the line labeled "Student Name."

*Point to the information that you have written on the board.*

## Administering the Mathematics Test— Wednesday, April 11, 2007 (continued) (Make-up: Tuesday, April 17, 2007)



On the front cover of your test book, complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

On the front cover of your answer document, complete the lines labeled "Teacher," "School," and "District" with the information shown on the board.

*Pause. Make sure students complete information correctly.*



Turn to the inside front cover of your answer document. In the upper right-hand portion of the page you will find the place to indicate the letter of your mathematics test form. Fill in the bubble for the mathematics test form indicated on the cover of your test book.

*Pause. Make sure students have marked the correct mathematics test form in their answer document.*

### Mathematics, Testing Session 1

*Students may **not** use calculators for either session of the mathematics test.*



Now you will take Part 1 of the mathematics test.

The test book contains mathematics problems. You will read a problem and then answer the multiple-choice question that follows. You may write in your test book, but you must mark all of your answers in the answer document. Only answers marked in the answer document will be scored.

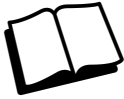
To answer a multiple-choice question, fill in the bubble that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark. Make sure that you are marking your answer to a question in the space with the same number as the test question. If you want to change an answer, completely erase the mark you made before making a new mark. You must use a No. 2 pencil to mark your answers. You may not use a calculator for either testing session of the mathematics test.

*Pause, and then continue.*

# Administering the Mathematics Test— Wednesday, April 11, 2007 (continued) (Make-up: Tuesday, April 17, 2007)



Open your test book to pages 1 and 2 and look at the AIMS Reference Sheet.



*Hold up the test book and point to the pages designated “AIMS Reference Sheet.”*

*Make sure all students have turned to the correct pages in their test books.*



You may use the information from the two-page AIMS Reference Sheet at any time during Part 1 and Part 2 of the mathematics test.

*Pause, and then continue.*



Now open your answer document to page 1.

*Make sure all students have turned to the correct page in their answer documents.*



Read along silently while I read aloud.

When you finish each part of the Mathematics test, you will see the following stop sign:



When you see this stop sign, do **not** go on to the next part in the test book.

Check to be sure that:

- Every question in that part of the test book has been answered.
- The bubbles for your answers are filled in completely using a No. 2 pencil.
- All other bubbles are empty and all stray marks have been erased.

Are there any questions?

*Pause to answer any questions, and then continue.*



Open your test book to page 3 and your answer document to page 2.

*Make sure all students have turned to the correct pages in their test books and answer documents, and then continue.*

## Administering the Mathematics Test— Wednesday, April 11, 2007 (continued) (Make-up: Tuesday, April 17, 2007)



We will begin by doing two sample multiple-choice questions.

These are the types of questions you will be answering during Part 1. For each sample, you will read the question in your test book, then fill in the bubble in your answer document that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.

*Pause, and then continue.*



Read Sample A in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample A, stop working.

*Give students time to answer Sample A.*



The correct answer for Sample A is "D."

*Pause, and then continue.*



Now read Sample B in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample B, stop working.

*Give students time to answer Sample B.*



The correct answer for Sample B is "C."

*Pause, and then continue.*



Follow the directions that appear throughout the test book and mark your answers in the answer document.

Please answer all questions. Questions left blank are scored as incorrect.

## Administering the Mathematics Test— Wednesday, April 11, 2007 (continued) (Make-up: Tuesday, April 17, 2007)



When you finish Part 1 of the mathematics test, you may go back and check your work for Part 1 only. Make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want. When you finish checking your work for Part 1, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document. You must remain silent until the conclusion of the testing session. The mathematics test is not a timed test. If you have not completed Part 1 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the entire mathematics test, both Part 1 and Part 2, by the end of the school day.

Are there any questions?

*Pause to answer any questions, and then continue.*



Turn to page 4 in your test book.

*Make sure all students have turned to the correct page in their test books.*



You may begin Part 1 of the mathematics test.

*While students are taking Part 1 of the mathematics test, move around the room to make sure students are progressing through Part 1.*

*Most students should have time to finish Part 1 of the mathematics test during the allotted ninety-minute testing session. At the end of the ninety-minute testing session, identify those students who require additional time to complete Part 1 of the mathematics test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 1 of the mathematics test. However, if all students finish Part 1 before the end of the allotted time, end the testing session. When all students have finished Part 1, or the allotted time for the testing session has ended, proceed as follows:*



This is the end of Part 1 of the mathematics test.

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until the administration of Part 2 of the mathematics test.*

## Administering the Mathematics Test— Wednesday, April 11, 2007 (continued) (Make-up: Tuesday, April 17, 2007)

*Break. At the conclusion of Part 1 of the mathematics test, there should be a significant break so students may be refreshed before proceeding to Part 2 of the mathematics test. Follow your school's plan for providing this break.*

*Following the break, gather the test materials from their secure location, and then proceed with the test administration.*

### Mathematics, Testing Session 2

*Once students begin working on Part 2 of the mathematics test, they may **not** return to Part 1. No student should begin working on Part 2 until Part 1 has been completed.*

*Redistribute the mathematics test materials to students. Make sure all students have their mathematics test books and answer documents they used in Part 1 of the mathematics test. Students may **not** use calculators for any part of the mathematics test.*



**Do not open your test book or answer document until I tell you to do so. Talking during the test is not allowed.**

**Now you will take Part 2 of the mathematics test. You may not use a calculator. You may write in your test book, but you must mark all of your answers in the answer document. You may use information from the two-page AIMS Reference Sheet at any time during Part 2.**

**Open your test book to page 19 and your answer document to page 4.**

*Make sure all students have turned to the correct pages in their test books and answer documents.*



**We will begin by doing a sample multiple-choice question.**

**This is the type of question you will be answering during this session. You will read the question in your test book, then fill in the bubble in your answer document that corresponds to the answer you choose. Be sure to fill in the bubble completely, and make your mark heavy and dark.**

*Pause, and then continue.*

## Administering the Mathematics Test— Wednesday, April 11, 2007 (continued) (Make-up: Tuesday, April 17, 2007)

**SAY** Read Sample C in your test book, then fill in the bubble in your answer document for the answer you choose. When you have finished Sample C, stop working.

*Give students time to answer Sample C.*

**SAY** The correct answer for Sample C is “A.”

*Pause, and then continue.*

**SAY** Follow the directions that appear throughout the test book and mark your answers in the answer document.

Please answer all questions. Questions left blank are scored as incorrect.

When you finish Part 2 of the mathematics test, you may go back and check your work for Part 2 only. Make sure that you have marked your answers clearly and that you have completely erased any marks that you do not want. When you finish checking your work for Part 2, close your test book and answer document. Place your answer document on top of your test book. Raise your hand, and I will collect your test book and answer document. You must remain silent until the conclusion of the testing session. The mathematics test is not a timed test. If you have not completed Part 2 of the mathematics test at the conclusion of the testing session, you will be allowed to continue working. However, you must complete the entire mathematics test, both Part 1 and Part 2, by the end of the school day.

Are there any questions?

*Pause to answer any questions, and then continue.*

**SAY** Turn to page 20 in your test book.

*Make sure all students have turned to the correct page in their test books.*

**SAY** You may begin Part 2 of the mathematics test.

*While students are taking Part 2 of the mathematics test, move around the room to make sure students are progressing through Part 2.*



## Administering the Mathematics Test— Wednesday, April 11, 2007 (continued) (Make-up: Tuesday, April 17, 2007)

*Most students should have time to finish Part 2 of the mathematics test during the allotted ninety-minute testing session. At the end of the ninety-minute testing session, identify those students who require additional time to complete Part 2 of the mathematics test. Follow the procedures established by your Test Coordinator for these students who need additional time to complete Part 2 of the mathematics test. However, if all students finish Part 2 before the end of the allotted time, end the testing session. When all students have finished Part 2, or the allotted time for the testing session has ended, proceed as follows:*



**This is the end of Part 2 of the mathematics test.**

*Collect all remaining test materials from the students. All test books and answer documents are secure documents and must be accounted for at the end of each testing session. Missing test books and answer documents **must** be located **prior** to dismissing students. All test materials must be kept in a **securely locked storage facility** until test materials are returned to the Test Coordinator at the end of the testing day.*

## Inspecting Test Materials

After testing, Test Administrators should inspect each test book and answer document to ensure the following:

- ☐ The student has completed his or her name, teacher, school, and district on the front covers of the test book and answer document.
- ☐ Test books and answer documents have been separated into individual stacks. Test books must not contain answer documents.
- ☐ The student bar code label has been applied in the designated location on the front cover of the answer document, or if no student bar code label is available, the student demographic data grid located on the back cover of the answer document has been completed.
- ☐ For each content area of AIMS HS, the letter to designate the test book form the student used is correctly coded on the inside front cover of the corresponding answer document.
- ☐ The accommodations information on the inside front cover of the answer document has been correctly coded for all students receiving standard accommodations and/or alternate accommodations.
- ☐ The student's marks in the answer document have been made with a No. 2 pencil and any erasures are complete and neat. Light marks and marks made with a colored pencil, ink or felt-tip pens, marker, or highlighter cannot be properly scored. These marks should be marked over with a No. 2 pencil.

## Group Information Sheets

Preprinted Group Information Sheets (GISs) have been provided for each school. A GIS must be completed for each group's documents. Follow the directions of your Test Coordinator regarding the use of the GIS.

## Returning Test Materials

All AIMS HS test materials, scorable and nonscorable, are to be returned to the Test Coordinator at the end of each testing day.

### Scorable AIMS HS Test Materials

The following AIMS HS test materials are scorable:

- **AIMS HS Writing and Reading Answer Documents**
- **AIMS HS Mathematics Answer Documents**

Test Administrators should arrange the answer documents so that the front covers are facing up. Paperclips or rubber bands must not be used to bind these materials as this would damage their edges. It is not necessary to alphabetize answer documents. Follow the directions of your Test Coordinator regarding the return of scorable test materials.

### Nonscorable AIMS HS Test Materials

The following AIMS HS test materials are nonscorable:

- **Used and unused AIMS HS Writing, Reading, and Mathematics Test Books**
- **Unused AIMS HS Writing and Reading Answer Documents**
- **Unused AIMS HS Mathematics Answer Documents**
- ***AIMS HS Test Administration Directions***

Follow the directions of your Test Coordinator regarding the return of nonscorable test materials.

## Appendix

### Instructions for Completing the Student Demographic Data Grid

#### Students With Student Bar Code Labels

If students have student bar code labels, all of the information from the student demographic data grid located on back covers of the AIMS HS writing and reading and mathematics answer documents is coded within the student bar code labels. The student bar code labels are to be affixed in the designated space on the front covers of the student's AIMS HS writing and reading and mathematics answer documents. The Spring 2007 AIMS HS writing/reading labels are to be used on the AIMS HS writing and reading answer documents only. The Spring 2007 AIMS HS mathematics labels are to be used on the AIMS HS mathematics answer documents only.

#### Students Without Student Bar Code Labels

If students do **not** have student bar code labels, the student demographic data grid **must** be completed by the Test Coordinator, Test Administrator, Proctor, or other designated school personnel. The student demographic data grid is **not** to be completed by students.

The information on the top portion of the student demographic data grid is to be completed before testing. The information on the bottom portion of the student demographic data grid is to be completed after testing.

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*The information on the top portion of the student demographic data grid is to be completed before testing. The information on the bottom portion of the student demographic data grid is to be completed after testing.*

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## Before Testing

### Completing the Top Portion of the Student Demographic Data Grid

If students do **not** have student bar code labels, use the instructions in this section to complete the top portion of the student demographic data grid located on the back covers of the AIMS HS answer documents.

**This page is to be completed ONLY for students WITHOUT a bar code label.**

**This section is to be filled in by school or district personnel BEFORE testing ONLY for students WITHOUT a bar code label.**

Last										First										M.I.	BIRTH DATE			GRADE	ETHNIC BACKGROUND	
																					Month	Day	Year	(mark one)	(mark one)	
A A A A A A A A A A										A A A A A A A A A A										A	Jan	0	0	0	10	1 White (Not Hispanic)
B B B B B B B B B B										B B B B B B B B B B										B	Feb	1	1	1	11	2 Black or African American (Not Hispanic)
C C C C C C C C C C										C C C C C C C C C C										C	Mar	2	2	2	12	3 Hispanic or Latino
D D D D D D D D D D										D D D D D D D D D D										D	Apr	3	3	3	4	4 American Indian or Alaskan Native
E E E E E E E E E E										E E E E E E E E E E										E	May	4	4	4	5	5 Asian or Pacific Islander
F F F F F F F F F F										F F F F F F F F F F										F	Jun	5	5	5		
G G G G G G G G G G										G G G G G G G G G G										G	Jul	6	6	6		
H H H H H H H H H H										H H H H H H H H H H										H	Aug	7	7	7		
I I I I I I I I I I										I I I I I I I I I I										I	Sep	8	8	8		
J J J J J J J J J J										J J J J J J J J J J										J	Oct	9	9	9		
K K K K K K K K K K										K K K K K K K K K K										K	Nov					
L L L L L L L L L L										L L L L L L L L L L										L	Dec					
M M M M M M M M M M										M M M M M M M M M M										M						
N N N N N N N N N N										N N N N N N N N N N										N						
O O O O O O O O O O										O O O O O O O O O O										O						
P P P P P P P P P P										P P P P P P P P P P										P						
Q Q Q Q Q Q Q Q Q Q										Q Q Q Q Q Q Q Q Q Q										Q						
R R R R R R R R R R										R R R R R R R R R R										R						
S S S S S S S S S S										S S S S S S S S S S										S						
T T T T T T T T T T										T T T T T T T T T T										T						
U U U U U U U U U U										U U U U U U U U U U										U						
V V V V V V V V V V										V V V V V V V V V V										V						
W W W W W W W W W W										W W W W W W W W W W										W						
X X X X X X X X X X										X X X X X X X X X X										X						
Y Y Y Y Y Y Y Y Y Y										Y Y Y Y Y Y Y Y Y Y										Y						
Z Z Z Z Z Z Z Z Z Z										Z Z Z Z Z Z Z Z Z Z										Z						

SAIS NUMBER (required)										STUDENT ID NUMBER									
0 0 0 0 0 0 0 0 0 0										0 0 0 0 0 0 0 0 0 0									
1 1 1 1 1 1 1 1 1 1										1 1 1 1 1 1 1 1 1 1									
2 2 2 2 2 2 2 2 2 2										2 2 2 2 2 2 2 2 2 2									
3 3 3 3 3 3 3 3 3 3										3 3 3 3 3 3 3 3 3 3									
4 4 4 4 4 4 4 4 4 4										4 4 4 4 4 4 4 4 4 4									
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**A sample of the top portion of the student demographic data grid.**

All information on the student demographic data grid must be marked using a No. 2 pencil. It is important to fill in the bubbles completely and to make the marks heavy and dark. Any errors must be completely erased.

#### Last, First, M.I.

Using the student's legal name, print the student's last name in the row of boxes under the section for "Last." Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's last name, leave off the letters at the end.

Using the student's legal name, print the student's first name in the row of boxes under the section for "First." Do not use a nickname. Do not fill in the blank column between "Last" and "First" or between "First" and "M.I." Print only one letter in each box, beginning in the first box on the left. If there are not enough boxes for all of the letters in the student's first name, leave off the letters at the end.

Using the student's legal name, print the first letter of the student's middle name in the box under the section for "M.I." Leave the box blank if the student does not have a middle name.

Fill in the appropriate bubble in the column under each letter in the student's name. If there are any blank boxes, fill in the empty bubbles at the top of the column.

### **Birth Date**

In the section that says "Birth Date," fill in the bubbles for the Month, the Day, and the Year for the student's date of birth. For example, if the student was born March 2, 1989, fill in the bubble for the month of March designated by "Mar" in the Month column, the bubbles for 0 and 2 in the Day columns, and the bubbles for 8 and 9 in the Year columns.

### **Grade and Cohort**

In the section that says "Grade," fill in the bubble for the student's grade. Some students, who are behind in credits, may still be considered ninth-graders. For these students, the section that says "Grade" may be left blank.

In the section that says "Cohort," fill in the bubble that corresponds to the student's cohort. For all students without a bar code label, the section that says "Cohort" must be completed.

### **Ethnic Background and Gender**

In the section that says "Ethnic Background," fill in the bubble that corresponds to the ethnic group indicated in the student's SAIS record.

In the section that says "Gender," fill in the bubble that corresponds to the student's gender.

### **SAIS Number**

In the section that says "SAIS Number," enter the student's SAIS Number in the boxes at the top of the column, beginning in the first box on the left. Fill in the appropriate bubble in the column under each number. **If the student's SAIS Number does not require all of the columns, fill in the bubble at the top of each unused column.**

### **Student ID Number**

In the section that says "Student ID Number," enter the student's local Student ID Number in the boxes at the top of the column, beginning in the first box on the left. Fill in the appropriate bubble in the column under each number. If the student's local Student ID Number does not require all of the columns, leave the extra columns blank and fill in the empty bubbles at the top of the column.

## After Testing

### Completing the Bottom Portion of the Student Demographic Data Grid

If students do **not** have student bar code labels, use the instructions in this section to complete the bottom portion of the student demographic data grid located on the back covers of the AIMS HS answer documents.

This section is to be filled in by school or district personnel AFTER testing ONLY for students WITHOUT a bar code label.										
1. Did the student start this school year at this school and remain continuously enrolled? <input type="radio"/> Yes <input type="radio"/> No	6. <input type="radio"/> Not Enrolled <b>For English Language Learners, complete boxes 7–10. For Reclassified Fluent English Proficient students, complete boxes 7 and 8.</b>	11. Disabilities (mark all that apply) <input type="radio"/> Speech/Language Impairment <input type="radio"/> Mild Mental Retardation <input type="radio"/> Specific Learning Disability <input type="radio"/> Emotional Disability <input type="radio"/> Moderate Mental Retardation <input type="radio"/> Visual Impairment <input type="radio"/> Hearing Impairment <input type="radio"/> Other Health Impairments <input type="radio"/> Orthopedic Impairment <input type="radio"/> Traumatic Brain Injury <input type="radio"/> Multiple Disabilities <input type="radio"/> Multiple Disabilities with Severe Sensory Impairment <input type="radio"/> Autism <input type="radio"/> Severe Mental Retardation								
2. Number of Years in the School (mark one) <input type="radio"/> Less than 1 <input type="radio"/> 4 <input type="radio"/> 1 <input type="radio"/> 5 <input type="radio"/> 2 <input type="radio"/> 6 <input type="radio"/> 3 <input type="radio"/> More than 6	7. Level of English Proficiency (mark one) <input type="radio"/> ELL (English Language Learner) <input type="radio"/> FEP (Fluent English Proficient)									
3. Did the student start this school year at this district and remain continuously enrolled? <input type="radio"/> Yes <input type="radio"/> No	8. Beginning in Kindergarten, number of years classified as identified in Question 7, including the current school year (mark one) <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 or more <input type="radio"/> Records not available									
4. Primary Language Spoken at Home (mark one) <input type="radio"/> English <input type="radio"/> Navajo <input type="radio"/> Spanish <input type="radio"/> Other	9. In what type of ELL Program is the student enrolled? (mark only one) <input type="radio"/> Structured English Immersion <input type="radio"/> Mainstream English Classroom <input type="radio"/> Bilingual with Waiver <input type="radio"/> Waiver 1 <input type="radio"/> Waiver 2 <input type="radio"/> Waiver 3									
5. Special Program Membership (mark all that apply) <input type="radio"/> Special Education <input type="radio"/> Title I <input type="radio"/> 504 Accommodation <input type="radio"/> Gifted Education <input type="radio"/> English Language Learner <input type="radio"/> Migrant Education	10. Beginning in Kindergarten, number of years in ELL Program in Question 9, including the current school year (mark one) <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 or more <input type="radio"/> Records not available	12. <b>RETEST</b> <b>Only for students who have previously tested on AIMS High School</b> Content Area: <table border="0"><tr><td>Has <b>NOT</b> met</td><td>Has met</td></tr><tr><td><input type="radio"/></td><td><input type="radio"/></td></tr><tr><td>Writing</td><td><input type="radio"/></td></tr><tr><td>Reading</td><td><input type="radio"/></td></tr></table>	Has <b>NOT</b> met	Has met	<input type="radio"/>	<input type="radio"/>	Writing	<input type="radio"/>	Reading	<input type="radio"/>
Has <b>NOT</b> met	Has met									
<input type="radio"/>	<input type="radio"/>									
Writing	<input type="radio"/>									
Reading	<input type="radio"/>									

**A sample of the bottom portion of the student demographic data grid.**

All information on the demographic data grid must be marked using a No. 2 pencil. It is important to fill in the bubbles completely and to make the marks heavy and dark. Any errors must be completely erased.

**Boxes 1 through 5 must be completed for all students.**

**Box 1:**

Fill in the bubble for "Yes" to indicate that the student started within the first ten days of this school year at this school and has remained continuously enrolled.

Fill in the bubble for "No" to indicate that the student started after the tenth day.

**Box 2:** Fill in **one** bubble to indicate the number of years the student has been continuously enrolled in this school, beginning with first grade. If the answer in Box 1 is "No," the only permissible response in Box 2 is "Less than 1." If the answer in Box 1 is "Yes," then fill in the **one** bubble to indicate the appropriate number of years: 1, 2, 3, 4, 5, 6, or More than 6.

**Box 3:**

Fill in the bubble for "Yes" to indicate that the student started within the first ten days of this school year at this district and has remained continuously enrolled.

Fill in the bubble for "No" to indicate that the student started after the tenth day.

**Box 4:** Fill in the **one** bubble that corresponds to the primary home language indicated in the student's SAIS record.

**Box 5:**

Fill in the bubble(s) to indicate the student's Special Program Membership. Fill in all bubbles that apply.

For schoolwide Title I, fill in the bubble for "Title I" for all students in the schoolwide program. For targeted assistance Title I, fill in the "Title I" bubble for only those students receiving Title I services.

**Box 6 must be completed for students who are not enrolled in your school.**

**Box 6:** Fill in the bubble for "Not Enrolled" **only** if the student is a home-schooled student, a private-schooled student, or currently not enrolled in school.



**Boxes 7 through 10 must be completed for English Language Learners.**

**Boxes 7 and 8 must be completed for Reclassified Fluent English Proficient students.**

**Box 7:**

Fill in the bubble for "ELL (English Language Learner)" to indicate that the student was identified as an English Language Learner at any time during this school year and was enrolled in an English Learner Program at any time during this school year. The bubble for "ELL (English Language Learner)" should be marked for any student who was reclassified as Fluent English Proficient during this school year.

Fill in the bubble for "FEP (Fluent English Proficient)" to indicate that the student exited an English Learner Program during either of the 2004–05 school year or the 2005–06 school year and now has an English proficiency level of Fluent English Proficient.

**Box 8:**

For students who are identified as ELL (English Language Learner) in **Box 7**, fill in **one** bubble to indicate the number of years the student has been classified as an English Language Learner beginning with Kindergarten and including this school year.

For students who are identified as FEP (Fluent English Proficient) in **Box 7**, fill in the bubble for "1" if the student was reclassified as Fluent English Proficient during the 2005–06 school year. Fill in the bubble for "2" if the student was reclassified as Fluent English Proficient during the 2004–05 school year.

If records are not available, fill in the bubble for "Records not available."

**Box 9:**

Fill in **one** bubble to indicate the type of ELL Program in which the student is enrolled.

**Box 10:**

Fill in **one** bubble to indicate the number of years the student has been enrolled in the program as identified in Box 9, beginning with Kindergarten and including the current school year.

If records are not available, fill in the bubble for "Records not available."

**Box 11 must be completed for Special Education students.**

**Box 11:** Fill in the bubble(s) to indicate the student's disabilities as identified on the student IEP. Fill in all bubbles that apply.

**Box 12 must be completed for students who have previously tested on AIMS HS.**

**Box 12:**

Fill in the bubble for "Has **NOT** met" to indicate that the student has not met the standard for that content area.

Fill in the bubble for "Has met" to indicate that the student has met the standard but not exceeded the standard for that content area.

# Instructions for Completing Testing Accommodations Information

## Testing Accommodations Guidelines

Testing accommodations have been significantly revised for school year 2006–2007. Please see “Testing Accommodations: Guidelines for 2006–2007” on the Arizona Department of Education Web site at [www.ade.az.gov/standards/aims/Administering](http://www.ade.az.gov/standards/aims/Administering).

English Language Learners and most students with disabilities are not exempt from AIMS HS testing. However, these students are eligible for certain testing accommodations.

After testing, the Test Administrator or Proctor should use the instructions in this section to complete the Testing Accommodations data boxes located on the inside front covers of the AIMS HS answer documents for any student testing with standard accommodations and/or alternate accommodations.

**Note:** The testing accommodations data boxes are to be completed **only** by the Test Administrator or Proctor who witnessed the use of the testing accommodation or who actually provided the testing accommodation.

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*The testing accommodations data boxes are to be completed **only** by the Test Administrator or Proctor who witnessed the use of the testing accommodation or who actually provided the testing accommodation.*

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<b>TESTING ACCOMMODATIONS</b> Refer to directions in the Test Administration Directions.  Student <input type="radio"/> has an IEP. <input type="radio"/> has a 504 plan. <input type="radio"/> is an English Language Learner.
<b>STANDARD ACCOMMODATIONS</b> Student received standard accommodations in the following content areas: <input type="radio"/> Writing <input type="radio"/> Reading  Student tested using a <input type="radio"/> Braille version of the test. <input type="radio"/> Large Print version of the test.
<b>ALTERNATE ACCOMMODATIONS FOR GRADE-LEVEL ASSESSMENTS</b> Accommodations provided per IEP or 504 plan. (mark all that apply)  <input type="radio"/> Use of a scribe or assistive technology on the <b>Writing</b> content area. <input type="radio"/> Another alternate accommodation on the <b>Writing</b> content area.  <input type="radio"/> Auditory presentation of the <b>Reading</b> content area. <input type="radio"/> Another alternate accommodation on the <b>Reading</b> content area.

### Students Receiving Standard Accommodations

For students receiving a standard accommodation on AIMS HS, fill in the bubble in the Testing Accommodations section to indicate the student has an IEP, has a 504 plan, or is an English Language Learner. Fill in all bubbles that apply.

Fill in the bubble in the Standard Accommodations section to indicate the content area in which a standard accommodation was used. Fill in all bubbles that apply.

### Students Receiving Alternate Accommodations

For students receiving an alternate accommodation on AIMS HS, fill in the bubble in the Testing Accommodations section to indicate the student has an IEP.

Fill in the bubble in the Alternate Accommodations section to indicate which alternate accommodation the student received. If the student received an alternate

accommodation not listed, fill in the appropriate bubble. Fill in all bubbles that apply.

For students receiving an alternate accommodation not listed, records of the alternate accommodation provided must be maintained as described in "Testing Accommodations: Guidelines for 2006–2007," which can be found on the Arizona Department of Education Web site at [www.ade.az.gov/standards/aims/Administering](http://www.ade.az.gov/standards/aims/Administering).

## Braille Test and Large Print Test Accommodations

For students testing using a Braille version or a large print version of AIMS HS, please see additional instructions regarding testing accommodations packaged with the Braille test or large print test.

## AIMS Writing Accommodations

For students who use a scribe or assistive technology as an accommodation, their responses **must be transcribed into a standard AIMS HS answer document for scoring purposes**. The Test Coordinator, Test Administrator, Proctor, or other designated school personnel must transcribe the responses exactly as produced by the students without changing spelling, punctuation, word choice, or any other aspect of the student responses. The standard AIMS HS answer documents with the transcribed AIMS Writing responses are to be returned with the scorable documents. Immediately after transcribing student responses into the answer document, all electronic versions of the responses **must** be deleted. Any paper versions must be returned with the nonscorable documents.

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*Immediately after transcribing student responses into the answer document, all electronic versions of the responses **must** be deleted.*

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## Other Information Data Box

Columns A through H of the *Other Information* data box located on the inside front covers of the AIMS HS answer documents are for use by schools and districts. Column I is reserved for use by ADE. Follow the directions of your Test Coordinator regarding the use of this data box.

## "U Through Z" Data Box

Bubbles U through Z in the data box titled "**For CTB/McGraw-Hill Use Only**" are reserved for use by CTB/McGraw-Hill. Do not mark in this section.

## **Glossary**

### **Arizona's Instrument to Measure Standards High School (AIMS HS)**

The test provided for high school students in Arizona. AIMS HS tests specific performance objectives developed by the Arizona Department of Education.

### **CTB/McGraw-Hill**

The publishing company that is responsible for providing and scoring test materials for the Arizona Department of Education.

### **Demographic Data Grid**

The page that is used to gather student identification information which must be completed for students without student bar code labels. Found on the back covers of the AIMS HS answer documents.

### **Dictionary**

A book of alphabetically arranged words with definitions. Etymologies, pronunciations, and other information may also be included.

### **Group Information Sheet (GIS)**

The form used to provide information to CTB/McGraw-Hill about a group of students being tested. A "group" normally refers to a single class, a combination of classes in the same cohort, or a group of students being tested with the same cohort.

### **Item**

A question included as part of an AIMS test. Features both the stem (question) and answer choices. See "Test Administration Security Procedures" on page 3 in this document for the policy regarding AIMS test items.

### **Proctor**

An individual who assists the Test Administrator.

### **School/Group List (SGL)**

The form used to provide information to CTB/McGraw-Hill about the groups being tested in an entire school.

### **Significant Break**

The break provided at the end of Session 1 of the mathematics test in order for students to refresh before proceeding to Session 2 of the mathematics test. Refer to the school's testing schedule for providing this break.

### **Student Bar Code Label**

The label to be affixed to the front covers of the AIMS HS answer documents. Student demographic data is coded within the student bar code label.

**Test Administrator**

An individual, usually a teacher, who is responsible for the administration of the test.

**Test Coordinator**

An individual who is responsible for distributing test materials, collecting test materials, and organizing testing for a school or district.

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